DOCUMENT RESUME

ED 110 369 SO 008 481

TITLE The Problem of Citizenship Training in the Age of Aquarius.
INSTITUTION Vermont State Dept. of Education, Montpelier.
PUB DATE 73
NOTE 15p.; Pages 15 through 28 and 31 of the original document are copyrighted and therefore not available. They are not included in the pagination

EDRS PRICE MF-$0.76 HC-$1.58 PLUS POSTAGE
DESCRIPTORS *Behavioral Objectives; Behavior Change; Citizen Participation; *Citizen Role; *Citizenship Responsibility; Civics; Curriculum Development; Democracy; *Democratic Values; Elementary Secondary Education; Political Science; *Social Studies; Values
IDENTIFIERS Vermont

ABSTRACT

This paper attempts to aid Vermont educators in re-examining traditional education practices designed to foster responsible citizenship behavior patterns in youth, and establishes basic directions for new programs and procedures. The paper outlines behavioral objectives and goals of a new citizenship program in Vermont. It is the position of this paper that responsible behavior must be considered within the context of democracy, defined both as a basis of government and as a way of conducting human relationships. Because the educational system has not responded swiftly enough to the need for preparation of responsible citizens, it is the role of the schools to improve their performance in the following three areas: equip students with the kind of skills and knowledge necessary to operate within the system; provide the decision-making experiences necessary for the development of mature behavior patterns; and instill the attitudes of responsibility and restraint which undergird democratic citizenship. The second area of improvement is in the methods of teaching democracy. Basic differences between the old and new way lie in the recognition that democracy is a process, not just a body of knowledge, that it draws heavily upon all disciplines, and that the values that guide behavior in responsible ways are better based on a personal discovery of the validity of substantive values. (Author/JR)

****
* Documents acquired by ERIC include many informal unpublished *
* materials not available from other sources. ERIC makes every effort *
* to obtain the best copy available. nevertheless, items of marginal *
* reproducibility are often encountered and this affects the quality *
* of the microfiche and hardcopy reproductions ERIC makes available *
* via the ERIC Document Reproduction Service (EDRS). EDRS is not *
* responsible for the quality of the original document. Reproductions *
* supplied by EDRS are the best that can be made from the original. *
****

ED 110 369

VERMONT DEPARTMENT OF EDUCATION
MONTPELIER, VERMONT 1973

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION
THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY

CONSTITUTION OF THE UNITED S
OF AMERICA

amble)

We the People of the United S to form a r
insure domestic Tranquility, prov common defence,
secure the Blessings of Liberty to o d o posteri ain and establish this Consti-
tution for the United States of Amer a.

(A

(Citizenship R

All persons born or naturalized in thereof, are
citizens of the United States and of the or enforce
any law which shall abridge the privileg ; nor shall
n State or deny to
any person within its jurisdiction the equ

(A

The right of citizens of the United by the United
States or by any State on account of
Congress shall have power to e

THE PROBLEM OF CITIZENSHIP TRAINING IN THE AGE OF AQUARIUS

STATE BOARD OF EDUCATION

1973

Thomas L. Hayes, *Chairman* ..... Burlington

Robert Corley ..... Wolcott

David A. Gibson ..... Guilford

Joan Hoff ..... Burlington

Arline Pat Hunt ..... Morgan

Barbara Snelling ..... Shelburne

John F. Willson ..... St. Albans

Robert A. Withey—Commissioner of Education

00003

CONSTITUTION OF THE UNITED STATES OF AMERICA

(Preamble)

We the People of the United States, in Order to form a more perfect Union, establish Justice, insure domestic Tranquility, provide for the common defence, promote the general Welfare, and secure the Blessings of Liberty to ourselves and our Posterity, do ordain and establish this Constitution for the United States of America.

(AMENDMENT XIV)

Section 1

(Citizenship Rights Not to Be Abridged by States)

All persons born or naturalized in the United States, and subject to the jurisdiction thereof, are citizens of the United States and of the State wherein they reside. No State shall make or enforce any law which shall abridge the privileges or immunities of citizens of the United States; nor shall any State deprive any person of life, liberty, or property, without due process of law; nor deny to any person within its jurisdiction the equal protection of the laws.

(AMENDMENT XIX)

(Woman Suffrage)

The right of citizens of the United States to vote shall not be denied or abridged by the United States or by any State on account of sex.

Congress shall have power to enforce this article by appropriate legislation.

FOREWORD

Our enthusiastic thanks go to H. Donn McCafferty whose labors have produced this valuable bulletin. In The Vermont State Department of Education as Social Science Consultant, Humanities Program Coordinator and now as Chief of Secondary Education, he has made significant contributions to Citizenship Education and continues to address his work to the question, "How do we educate for responsibility?".

Schools are one of the very important learning environments effecting in each young Vermonter the development of the skills, knowledge and emotional stamina necessary for RESPONSIBLE CITIZENSHIP. It is hoped that the use of this bulletin will stimulate greater statewide educational concern leading to more learning activity vital to the development of knowledgeable persons who can think clearly, have healthy self concepts, show respect for others, have respect for public law and policy, and are active in the cause of democracy.

KARLENE V. RUSSELL

Director of Instruction
(Elementary and Secondary Education)

00006

STATE OF VERMONT

Department of Education
Division of Learning Services

Problem of Citizenship Training In The Age of Aquarius

Introduction

How do we educate for responsibility? This question, because it is central to improving citizenship education, has become a major issue facing public education as well as other institutions in the United States.

This paper attempts to aid Vermont educators in re-examining traditional education practices designed to foster responsible citizenship behavior patterns in youth, and also would establish basic directions for new programs and procedures.

Responsibility derived from democracy

It is the position of this paper that responsible behavior must be considered within the context of democracy, defined both as a basis of government and as a way of conducting human relationships. Therefore, it is first necessary to begin this inquiry by reiterating what is meant by democracy.

Basic premises of democracy

The basic premises of democracy as applied to government in the United States are two: that (1) human life is important regardless of individual human differences, and that (2) ordinary citizens are capable of governing themselves wisely. The purpose of government based on democratic principles is to protect individual rights equally across the board and to see that procedures are available that allow for the peaceable resolution of issues. Such a government is characterized by institutions which limit power and which make it responsive to the masses of people through established channels. To be responsive, the principle of majority rule is established; to protect the individual, minority rights are carefully spelled out as limits on the exercise of power by the majority.

The function of democracy

Such a government requires that the people must not be limited either in their access to information or in their opportunity to express ideas within the established bounds of prudent judgment as it applies to the rights of others. A government based on democratic principles, therefore, requires more responsible attention to its proper functioning by more people than any other form of government. It also is the only form of government which has brought about a workable marriage between these seemingly contradictory needs of man in society: his need for rules and his need for freedom.

00007

The role of the democratic ideal

The concept of democracy has been and remains today an ideal, imperfectly realized, as are the values that sustain it. However, ideals are the elements which give meaning and direction to life and are indispensable as goals to a dynamic and purposeful society. The identification and upholding of the basic principles which typify the democratic ideal constitute a necessary obligation for each generation to the next.

The basic principles of democracy are those which guided the drafting of the Declaration of Independence, the Constitution, and the Bill of Rights:

Basic principles of democratic government

* that men are created equally in terms of worth
* that liberty and justice are birthrights of all citizens
* that government shall rest on the consent of the governed
* that the essential freedoms that give liberty its meaning shall be protected for all
* that the rule of law and not the arbitrary dictates of individuals shall provide the constraints of society
* and that the humblest member of society may realistically aspire to the highest position commensurate with his abilities

Common values

The basic values that have grown out of these principles and have become the basic guidelines for personal and social behavior in support of democracy are:

* *morality* as manifested by respect for the worth and dignity of man; and respect for the different ways of life chosen by men in the various settings where he is found;
* *justice* as a concept that conditions the formation and application of the law;
* *honesty* and openness both in the performance of public duty and in our relations with one another;
* *truth* as derived from the use of reason and intellect in the solution of problems;
* *patriotism* which is not blind but based on constant application of critical judgment which in turn is based on a clear understanding of the political, economic social processes that characterize this society. Patriotism of this sort is demonstrated in loyalty to those institutions both private and public that reflect democratic values and principles.

While individuals and groups may and do hold numerous other values of profound significance to them, this list is limited to those values seen as essential to the maintenance of democracy.

Responsibility as key to value system

The thread that binds together the values listed and ties them securely to the democratic ideal is the concept of responsibility. This also is an ideal which, in the last analysis, is a frame of mind—a matter of motivation. It is characterized by a willingness to live by principle rather then the dictates of momentary concerns; to look beyond the desire for personal satisfaction to the needs of others; to recognize legitimate obligations to the well-being of society rather than solitary concern for private gain.

00008

Characteristics of the responsible citizen

From this consideration of the democratic ideal with its supporting value system some specific behavioral characteristics can be identified which should be exhibited by the responsible citizen in a democratic society. These are:

* A responsible person can *think* without getting his emotions tangled up with his reasoning processes. He is capable of suspended judgment, he differentiates between fact and opinion, and he understands the limitations his own frame of reference places on him.

* Such a person possesses the skills and attitudes which facilitate *learning*. His motivation to know and understand is not based exclusively on someone else's expectations; it exists as a self-directing force from within the person. Because he is open to experience, his education does not end with formal schooling, but continues throughout his lifetime.

* He has a healthy and workable *self-concept* based on a realistic picture of the society in which he lives.

* The responsible person *respects difference* and has confidence enough in himself as a rational being to value cultural, ethnic, and racial diversity as a strength in society, not a weakness.

* He has a personal commitment to *involvement* in the life of his society. That is to say, he views himself as a participant in, rather than a spectator of, the political and other civic processes that define democracy in the United States.

* Finally, the person who displays these characteristics has a healthy *respect for public law, policy and positions of authority;* while at the same time he accepts responsibility for ethical and effective participation in shaping and altering the rules of society. In other words, he is a person capable of dealing with change; he is a patriot in the cause of democracy.

The goal of developing in each young person the skills, knowledge, and emotional stamina for the kind of responsible citizenship described in these six characteristics may well be impossible for the schools to achieve, since they are only one of many learning environments affecting children. However, the schools do stand as a social instrument of great potential in achieving this goal and must be utilized more effectively to produce responsible citizens in the future.

Democracy challenged

Today, democracy in America is facing a challenge so serious that its very survival is threatened. While not intending to catalog the troubles of America, these four elements will serve as at least a partial reminder of the anti-democratic forces all too visible on the present day scene:

* the increasing resort to *violence* as a solution to personal and public problems;

* the *apathy* demonstrated by too large a segment of the population when faced with critical national problems;

* the *polarization* of positions on the great issues of the day that seems to be displacing the traditional search for consensus;

* the rising *crime* rate that involves not only traditional criminal behavior but also new and disturbing elements such as drug abuse, draft evasion, and war crimes.

00009

The problem

The broad problem to be considered in this paper, then, is the critical need for greater individual and group responsibility to meet the current crises. However, while the problem may be conversely identified as one of irresponsible citizenship, it serves no positive purpose to assign blame narrowly.

The problem in broad perspective

Irresponsibility cannot be identified solely with any one segment of our population, wealthy or poor, young or old, white or black. The causes of objectionable overt behavior by individuals in one group are often rooted in the shortsightedness and insensitivity of individuals in another group. In short, the threat to democracy deriving from the obnoxious and irresponsible behavior of many of today's youth can be matched by the behavior of too many adult citizens. John Gardner, former Secretary of the Department of Health, Education, and Welfare, describes bluntly but correctly this dimension of the problem:

> "Now let us look at the person who is practically never attacked, the individual who holds the highest title that free society can award: citizen. What has he done to inspire confidence in self-government? Apathetic, self-absorbed, and self-serving, too many of us take a free ride, refraining from any distinctive effort to work for the common good. In a vital society, the citizen has a role that goes far beyond duties at the ballot box. He must man the party machinery, support social and civic reform, provide adequate funds, criticize, demand, expose corruption and honor leaders who actually lead. One thing the citizen can, indeed must, do is reject fiercely and consistently politicians who live by manipulating the emotions of fear, anger, and hatred."

The specific problem, can be traced, at least in part, to an educational system that has not responded swiftly enough to the need for preparation of responsible citizens and whose lack of response is now vividly in focus because events are at the crisis point.

Narrowing the problem

The problem for education is twofold:

First, while recognizing that other social institutions are significantly involved, it is apparent that the schools must improve their performance in these three areas: equipping students with the kind of skills and knowledge necessary to operate effectively within the "system"; providing the decision making experiences necessary for the development of mature behavior patterns in youth; and instilling the attitudes of responsibility and restraint which undergird democratic citizenship.

Second, the unprecedented stresses and strains of the 1960's have revealed demands for new ways of educating for democracy. It is now apparent that the schools cannot educate for democracy using essentially dictatorial and parternalistic methods . . . methods that are the antithesis of the delicate process they hope to foster.

Objectives

One of the most important objectives for Vermont's schools in the 1970's must be to participate fully in a renewed national commitment to democracy.

To realistically implement this commitment, the *major educational objective must be to make changes in the way Vermont citizens are prepared for participation in a democratic society.*

00010

Training for democracy requires change

While recognizing that these changes, which must essentially come in the areas of teaching methods and human relationships, will apply broadly in all aspects of the school operation, the focus must initially be on the social studies as the subject area traditionally most responsible for citizenship goals. The accumulated research that indicts traditional social studies courses for having little positive effect on creating desirable attitudes for democratic participation must not only be recognized, but heeded; and conversely, the conclusions of a decade of experimentation and study for the purpose of discovering truly effective means of preparing for responsible citizenship must be implemented. From the 100 or so national social studies projects recently funded by the Federal Government, the major directions for change are clear.

The basis for change

Essentially, the difference between the old and the new approaches to citizenship education must lie in the recognition that (1) democracy is a process and not simply a body of knowledge; (2) that the knowledge fundamental to understanding the implications of democratic decisions in today's world must draw from all disciplines, not just the social sciences; (3) that rational thought processes reflecting commitment to logic and scientific modes of inquiry and analysis will lead more dependably to the development of social and political cohesiveness than will the traditional program which emphasizes memorization of factual material in isolation from the concepts and generalizations which give them meaning; and (4) that the values that guide behavior in responsible ways when really needed are better based on a personal discovery of the validity of substantive values through involvement-type learning activities than on an indoctrinated value system.

Proposed Accomplishments

To attain the goal of making public education in Vermont effective in the development of responsible citizenship behavior, the Vermont State Board of Education proposes:

Provide Experiences for Maturity

To attach priority to learning experiences that give Vermont students increasingly higher level decision-making opportunities as they progress through the grades to the end that all students will leave school having developed to a maximum, at that point, their individual potential for mature behavior.

Revise social studies and humanities programs

To wholeheartedly encourage and assist school districts in revising social studies and humanities programs, including both curriculum and teaching strategies K-12, with full awareness of both current research on citizenship education, and the recent Vermont Legislative mandate found in Act 90 of the 1971 session.

Inform the public

To undertake a broadly based public information program which will explain and emphasize the necessity for improvements in education for responsibility.

Improve teacher education

To work with Vermont teacher education institutions to improve the pre-service education of future teachers regarding citizenship education and to provide in-service programs to upgrade the competence of present staff in meeting the challenge of the required new teaching patterns and strategies.

00011

Projected activities

Mature behavior in a democratic setting implies solid grounding in the concept that democracy is both a process and a state of mind; a way of life which demands an exceptionally high degree of individual responsibility.

To develop mature behavior

The Board believes that such behavior is best learned when one directly experiences the democratic process. Therefore, the Board will:

1. publish rationale and guidelines for the appropriate involvement of students in the decision-making process of school life, grades one through twelve.
2. develop and publish a compendium of student involvement projects derived from a national survey for dissemination to Vermont school districts.
3. assign staff to continue the task of identifying, observing, and evaluating programs involved in research relevant to the question "how do we educate for democracy?"
4. encourage school districts to provide high school students with the opportunity to participate in DUO. This community service means a wide range of experiences which involve students directly in "on-the-job training for citizenship."

Although it is recognized that responsibility for citizenship education permeates the entire school program, the humanities, in light of tradition and potential for leadership, shall receive initial priority for revision. The Board, seeking a more substantial and defensible relationship between goals and classroom practices, will:

To redirect humanities instructional emphasis

1. continue to support the basic direction for the Vermont Design for Education and other documents published by the Board.
2. disseminate specific materials to help teachers become familiar with current and authoritative research that applies to the concern for education for responsibility.
3. provide resources to aid local districts in organizing in-service programs to improve instruction in the humanities.
4. provide for the appointment of a statewide committee to develop a humanities handbook which will reflect the major trends from the disciplines that make up this subject matter field, and incorporate specific suggestions to achieve more effective education for responsibility.
5. encourage additional instruction in state and local government by:
   a. giving proper emphasis and wide distribution to a resource unite on state and local government in Vermont.
   b. work closely with the various agencies of Vermont State government to develop ways of better aiding Vermont students to understand their government.
6. identify and encourage the use of learning experiences that are designed to help students clarify and develop a commitment to values which have personal meaning for them and are consistent with the maintenance of democracy.

00012

7. foster the use of teaching strategies that emphasize the freedom-responsibility equation.
8. cooperate with other educational institutions in the development of a realistic statement on academic freedom and responsibility for teachers and students in public schools.

To inform the public

Recognizing that one of the most serious obstacles to the successful implementation of any new program in the schools is failure to explain adequately its needs to the public, the Board will:

1. direct a far-reaching information program through the various media. This program will draw attention to (a) the philosophy of student involvement as it relates to responsibility, (b) the need for instructional emphasis on developing the students' thought processes as opposed to the traditional concern for memorizing factual information, (c) the necessity of dealing forthrightly with the real world of contemporary issues and diverse ideas in the classroom, and (d) any other aspects of the new thrust to achieve greater success in education for responsibility as the need for publicity is identified.

To improve teacher education

Recognizing that the critical factor in bringing these needed changes into the classroom will be the attitude and skills of the teacher, the Board will:

1. assist in assuring that the preparation of all humanities teachers, elementary through secondary, includes additional emphasis on the methods of teaching process skills and critical thinking.
2. encourage the development and use of competency standards in teacher education instead of credits earned as a basis for assessing readiness to teach.
3. encourage teacher education institutions to design special procedures and workshop patterns to assist experienced teachers in retooling for the new directions in education for responsibility.

00013

BIBLIOGRAPHY FOR CIVIC EDUCATION

Books

1. John D. Decco. *Civic Education for the 1970's.* Center for Research and Education in America, Teachers College, Columbia University, 1971.
2. Robert D. Hess. *The Development of Political Attitudes in Children.* Chicago: Aldine Press, 1967.
3. League of Women Voters. *Green Mountain Citizenship.* Montpelier, Vermont; 1973. 105 pages.
4. Malcolm G. Mitchell. *Propaganda, Polls, and Public Opinion: Inquiry Into Crucial American Problems.* Englewood Cliffs, N. J.; Prentice Hall, 1970. 122 pages.
5. Mary Jane Turner. *Materials for Civics, Government, and Problems of Democracy. Political Science in the New Social Studies.* Boulder, Colorado: Social Science Education Consortium. 1971. 200 pages.
6. Huber M. Walsh. *An Anthology of Readings in Elementary Social Studies.* Washington, DC: National Council for the Social Studies 1971.

Periodicals

1. Horace E. Aubertine. "The Rural Student Speaks Out", *Phi Delta Kappa*, June, 1969.
2. Joseph S. Junell. "Do Teachers Have the Right to Indoctrinate?", *Phi Delta Kappa*, December, 1969.
3. Ralph Nader. "New Dimensions in Citizenship", *The PTA Magazine.* September, 1971. October, 1971.

Technical Papers

1. "Citizenship Weaknesses Spotted by National Assessment" November 23, 1970. Report issued by National Assessment of Educational Progress, Office of Education, Washington, D.C.
2. "Conformity, Anticonformity, and Independence" Technical Report No. 88, Center for Cognitive Learning, University of Wisconsin, June, 1969.
3. "Development of Conformity and Independence" Technical Report No. 164, Center for Cognitive Learning, University of Wisconsin, April, 1971.
4. "Terminal Report From The Political Learning Project" Theoretical Paper No. 19, Center for Cognitive Learning, University of Wisconsin, April, 1969.

00014

5. "Educating For Citizens: An Annotated Bibliography" This resource guide prepared for the Northeastern States Citizenship Project by The Lincoln Filene Center for Citizenship is supported by the Vermont State Department of Education.

Occasional Papers

1. "Civic Education: The What, Who, and How of Assessment" a published address by John S. Gibson before the 47th annual October Conference of Educators at Bretton Woods, New Hampshire on October 4, 1971.
2. "Teaching Citizenship" by John S. Gibson, Director, Lincoln Filene Center for Citizenship, Tufts University as published in *The Encyclopedia of Education.* (New York: The Macmillan Co., 1971)

Editorials

1. "Reflections on Election Day" by James Reston, an editorial in the Wednesday, June 24, 1970 edition of *The New York Times.*
2. "Voting and Education" by "K. L. R." Barre-Montpelier Times-Argus, September 7, 1971.

National Council for the Social Studies Publications
1201 Sixteenth Street, N.W., Washington, D.C. 20036.

1. *Academic Freedom: A Policy Statement.* 1971. 19 pages.
2. *Critical Thinking.* 1971. 102 pages.
3. *Social Studies Curriculum Guidelines.* 1971. 31 pages.
4. *Standards for Social Studies Teachers: A Policy Statement.* 1971. 12 pages.
5. *Values and Youth, Guidelines.* 1971. 120 pages.
6. 41st Yearbook: *Values Education: Rationale, Strategies, and Procedures.* 1971. 228 pages

00015